

## DOCUMENT RESUME

ED 463 756

IR 058 432

AUTHOR Meyer, Richard W.; Mayo, Mary Jane  
TITLE Alumni Outreach by University Libraries. OLMS Occasional Paper.  
INSTITUTION Association of Research Libraries, Washington, DC. Office of Leadership and Management Services.  
REPORT NO OLMS-OP-22  
ISBN ISBN-0-918006-82-1  
PUB DATE 2001-12-00  
NOTE 37p.  
AVAILABLE FROM Association of Research Libraries, Office of Leadership and Management Services, 21 Dupont Circle NW, Suite 800, Washington, DC 20036-1118 (\$18, ARL members; \$25, non-members). Tel: 202-296-2296; Fax: 202-872-0884; e-mail: pubs@arl.org; Web site: <http://www.arl.org/olms/infosvcs.html>.  
PUB TYPE Reports - Research (143) -- Tests/Questionnaires (160)  
EDRS PRICE MF01/PC02 Plus Postage.  
DESCRIPTORS \*Academic Libraries; \*Alumni; \*Alumni Associations; Foreign Countries; Higher Education; Interviews; Library Associations; \*Library Development; \*Library Extension; Library Surveys; \*Outreach Programs; Role; World Wide Web  
IDENTIFIERS Association of Research Libraries; Canada; United States; \*Web Sites

## ABSTRACT

This report describes the University Library Alumni Outreach Research Project. The goals of the project were twofold: to describe and analyze alumni outreach initiatives currently offered by university libraries belonging to the Association of Research Libraries (ARL) as well as the alumni programs and services offered by the universities themselves through traditional organizations such as university alumni associations; and to identify possible future initiatives that might be meaningful to university alumni along with noteworthy examples of technological or programmatic innovation. Phase One comprised a comprehensive survey of the World Wide Web sites of the 112 ARL academic library members to identify pertinent links for alumni outreach and to canvass library development efforts. This phase also included an examination of parent university home pages to identify alumni outreach initiatives stemming from university development organizations such as alumni associations. Results were used to identify issues regarding the actual importance, value, and context of alumni outreach initiatives within each university and to construct an interview instrument to address these issues. The goal of Phase Two was to identify and describe, through phone interviews with university librarians, deans, and directors, the general state of library-sponsored alumni outreach within each of the universities, any planned alumni programs and services, areas of potential future innovation, and general perceptions regarding the current and future role of alumni in the life and vigor of the university library. (Contains 18 references.) (MES)

# ALUMNI OUTREACH BY UNIVERSITY LIBRARIES

OLMS Occasional Paper #22

ED 463 756

BEST COPY AVAILABLE

PERMISSION TO REPRODUCE AND  
DISSEMINATE THIS MATERIAL HAS  
BEEN GRANTED BY

*C. A. Mandel*

U.S. DEPARTMENT OF EDUCATION  
Office of Educational Research and Improvement  
EDUCATIONAL RESOURCES INFORMATION  
CENTER (ERIC)

☒ This document has been reproduced as  
received from the person or organization  
originating it.

☐ Minor changes have been made to  
improve reproduction quality.

ED 463 756

ERIC  
Full Text Provided by ERIC

# ALUMNI OUTREACH BY UNIVERSITY LIBRARIES

OLMS Occasional Paper #22

December 2001

**Richard W. Meyer**, Dean and Director of Libraries, Georgia Tech  
**Mary Jane Mayo**, Research Consultant, Northern Light Technologies, Inc.



ISBN 0-918006-82-1

OLMS Occasional Papers are published by the

Association of Research Libraries  
OFFICE OF LEADERSHIP AND MANAGEMENT SERVICES  
21 Dupont Circle, NW, Suite 800  
Washington, D.C. 20036-1118  
(202) 296-2296 Fax (202) 872-0884  
<<http://www.arl.org/olms/infosvcs.html>>  
<[pubs@arl.org](mailto:pubs@arl.org)>

Copyright © 2001

This volume is copyrighted by the authors. The authors grant blanket permission to reproduce and distribute copies of these works for nonprofit, educational, or library purposes, provided that copies are distributed at or below cost, and that the authors, source, and copyright notice are included on each copy. This permission is in addition to rights of reproduction granted under Sections 107, 108, and other provisions of the U.S. Copyright Act.



*The paper used in this publication meets the requirements of ANSI/NISO Z39.48-1992 (Permanence of Paper).*

# TABLE OF CONTENTS

|  |    |
|--|----|
| INTRODUCTION .....   | 5  |
| PHASE ONE: WEBSITE SURVEY .....  | 7  |
| Library Websites and Alumni Links .....                                      | 7  |
| University Homepage Links to Alumni Outreach Programs and Services .....     | 9  |
| Phase One Conclusions .....  | 11 |
| PHASE TWO: INTERVIEWS WITH UNIVERSITY LIBRARIANS, DEANS, AND DIRECTORS ..... | 13 |
| Results for Library Development and Fundraising .....                        | 14 |
| Results for Library Sponsored Alumni Outreach .....                          | 18 |
| Role of Alumni in the University Library .....                               | 23 |
| SURVEY CONCLUSIONS .....   | 27 |
| PARTICIPATING INSTITUTIONS .....   | 29 |
| APPENDIX: SURVEY DATA SORTED BY TYPE OF INSTITUTION .....                    | 35 |

## INTRODUCTION

The University Library Alumni Outreach Research Project described in this report emerged from an interest at the Georgia Institute of Technology Library and Information Center in extending services offered to alumni. The goals of the project were twofold: (1) to describe and analyze alumni outreach initiatives currently offered by university libraries belonging to the Association of Research Libraries (ARL) as well as the alumni programs and services offered by the universities themselves through traditional organizations such as university alumni associations; and (2) to identify possible future initiatives that might be meaningful to university alumni along with noteworthy examples of technological or programmatic innovation.

Phase One of the project comprised a comprehensive survey of the websites of the 112 ARL academic library members to identify pertinent links for alumni outreach and to canvass library development efforts. This phase also included an examination of the parent university homepages to identify alumni outreach initiatives stemming from university development organizations—such as an alumni association—that were not necessarily directly connected to the library. This web review captured relevant descriptive information about current alumni outreach efforts in the major American and Canadian research universities. Results from Phase One were used to identify issues regarding the actual importance, value, and context of alumni outreach initiatives within each university and to construct an interview instrument to address these issues.

The goal of Phase Two was to identify and describe—through phone interviews with university librarians, deans, and directors—the general state of library-sponsored alumni outreach within each of the universities, any planned alumni programs and services, areas of potential future innovation, and general perceptions regarding the current and future role of alumni in the life and vigor of the university library.

Descriptive data gathered during Phase One, combined with the more anecdotal, evaluative content from Phase Two, present a picture of the current state of alumni outreach in the academic ARL member libraries and identify areas of potential innovation. This report presents the descriptive results, along with a general discussion.

## PHASE ONE: WEBSITE SURVEY

### Library Websites and Alumni Links

Websites for all 112 academic library members of ARL were surveyed, with specific attention paid to links involving alumni, Friends, library development, gifts and donations, programs, borrowing privileges, distance or continuing education classes, lifelong learning, access to online resources, and portals. The general frequencies with which these links or categories appeared throughout the 112 cases are presented here in general descending order. (Specific frequencies are not given, as there was often much overlap between and among links.) It is also important to note that the frequency with which a program or service link appears does not necessarily reflect either a corresponding prominence in popularity with alumni or a level of resource commitment to this program or service by the library.

#### *Friends of the Library*

By far, the most commonly appearing link potentially related to library-sponsored alumni programs and services is the "Friends of the Library." The word *potential* is used because, although many alumni are Friends, not all Friends are alumni. Nevertheless, these Friends groups have served historically to supplement library funding and development efforts, and this mission appears to continue. Benefits of a Friends membership might include invitations to events, exhibitions, museums, and access to various degrees of library privileges and services, often depending upon the level of donation.

#### *Library Development, Gifts and Donations*

This link often leads to the Friends group webpage and, since Friends groups help the library financially, there is a significant joining of these two links. Library development webpages focus on specified levels of giving, the kinds of donations desired, any limitations regarding certain types of material donations, and necessary tax information and contacts. Library planning and development goals are often part of a larger library or university campaign. Nineteen of the libraries posted easily identifiable development links, either as part of the library homepage or as a discrete category on a linked website. Branch libraries often have separate websites and list separate development contacts.

#### *Library Access and Borrowing Privileges*

Library privileges are the third most frequently listed service or benefit for alumni, Friends, and visitors to the surveyed libraries. Thirteen websites specifically identify levels of library privileges and access.

#### *Newsletters and Alumni Surveys*

Library newsletters and alumni surveys are examples of potential information loops provided to alumni and interested community members. These newsletters, which appear in addition to those in the Friends category, are informational in nature and usually are not

obviously linked with any particular program or service directly associated with library development.

#### *Web Offerings and Online Resources*

Web offerings that are available to alumni include online library catalogs, digitized special collections, university-created and maintained databases and websites, some limited access to full-text news and journal articles (when content licensing is not a factor), and in some cases, very limited access to a few licensed databases. At universities that provide access to state-funded online libraries—such as Georgia’s Galileo, the Alabama Virtual Library, TexShare, the California Digital Library, and Utah’s Pioneer—alumni who are state residents also have access to these online resources.

#### *On-Site Library Research Classes*

In response to the increasing need for technological literacy, several libraries list on-site library research classes that are targeted specifically to alumni and members of the community and focus primarily on internet training, searching techniques, and educating users about available library resources and services.

#### *Distance and Continuing Education Courses*

These courses, centering on more general and literary topics, appear somewhat less frequently than the on-site library research classes. The survey identified only one website that offers general continuing education programs targeted specifically to alumni. It is important to note that there may be many more such programs currently offered, but they were not easily identifiable by following the alumni links. However, distance learning, continuing education, and lifelong learning programs are offered quite frequently on the university alumni association homepage menu.

#### *Portals*

The University of Pennsylvania’s “Alumni and Friends Portal” appears as an easily identifiable link on the library’s homepage. This portal—which shows the most assertive outreach effort among those surveyed—provides an orientation to the library, describes its resources, identifies various ways to support the library, and gives comprehensive coverage of alumni news and events. In addition, it provides alumni and Friends with access to (1) selected full-text articles from newspapers, magazines, and journals; (2) high-content websites selected by library staff and organized by subject; (3) the library’s online catalog; (4) selected electronic texts; (5) the *Encyclopaedia Britannica*; and (6) the Northern Light Special Collection full-text business library on a pay-per-use basis. (See <http://www.library.upenn.edu/portal/>.)



## University Homepage Links to Alumni Outreach Programs and Services

Virtually all of the homepages\* of the libraries that participated in this survey are linked to their university homepages, and nearly all of the university homepages are clearly linked to “alumni and friends” webpages. These webpages are usually under the aegis of the university alumni associations and describe a wider array of and more consumer-oriented programs, services, and benefits that correspond to the different organizational mission of the alumni association. Most of the universities offer alumni the programs, benefits, and services that are identified below. Again, these initiatives are presented in a general descending order of appearance.

### *Lifelong Learning/Continuing Education/Distance Education Programs*

Nearly all the universities surveyed offer lifelong educational opportunities to their alumni and, in a more limited way, to the general community. Courses, either credit or noncredit, are offered to specific alumni groups, e.g., senior alumni or alumni working in professional areas such as medicine, health care, education, or law. Often they are combined with travel opportunities and, in the case of distance education, contain an online component. Conferences related to course topics are often recommended. Several universities offer discounted tuition for alumni as an additional incentive and benefit.

### *Alumni Travel and Tours*

University alumni associations also provide access to alumni travel and tour groups, usually with significant discounts. Though these are often educationally oriented and frequently related to a specific continuing education course, some are more recreational in nature.

### *Volunteer Opportunities*

Several universities offer local and/or international volunteer opportunities for alumni. Volunteer venues are typically geared toward alumni with specific skill sets, such as medical workers or teachers. They also target specific age groups, e.g., seniors or young alumni.

### *Online Communities*

Online alumni communities are becoming standard fare on the university alumni association menu. Alumni are invited to register and are provided either with free lifetime e-mail or free e-mail forwarding. Online community websites typically provide comprehensive information about alumni programs, services, and benefits, and a website search function. These websites also frequently offer links to the university’s alumni directory, subject-specific online discussion groups, business card exchanges, class notes bulletin board, alumni location services, career mentoring, job placement information, and notice boards. Additional information may include current news, stock market updates, and weather information. Alumni often have the option of creating individual homepages.

### *Library Privileges*

Membership in the university's alumni association usually affords some degree of library privileges. Most memberships give alumni full access to on-site library resources, though a few restrict on-site access to some licensed databases. The full range of library services—which might include reference, unrestricted borrowing privileges, and interlibrary loan—is usually unavailable to alumni, although some libraries do afford full privileges for higher levels of donation. Interestingly, the survey revealed that library privileges offered by a university alumni association are not always listed on the library's homepage.

### *Museum Privileges*

Alumni associations sometimes offer discounts on museum fees. This benefit may be contingent upon joining a Friends of the Library group, although in some instances it is offered independently.

### *Access to University Facilities*

Membership in the alumni association may provide the alumnus with some degree of access to university conference facilities, as well as to recreational and sports facilities. Most of these facilities are on campus, though some conference centers and facilities are located nearby, but are rarely out of state. Access to the university's alumni club facilities is another frequently advertised membership benefit.

### *Discounts on Goods and Services*

Alumni association members are typically entitled to discounts on a variety of goods and services, including:

- Medical, health, life, home, and car insurance
- University merchandise, such as clothing, license plates, books, and athletic and cultural events tickets
- Hotels and motels
- Rental car agencies
- Discount warehouses
- Theme parks
- Low-interest credit cards
- Professional services, either from university-based organizations, such as a mental health center, or from participating university donors, such as caterers and phone companies

Some universities also offer discounts on tuition for eligible children of alumni.

### *Transcript and Diploma Services*

Nearly all of the universities surveyed offer copies of transcripts and diplomas either free of charge or for a nominal fee.

## Phase One Conclusions

Alumni outreach initiatives in the form of programs, services, and benefits proliferate primarily under the aegis of the university alumni associations. The menu of available offerings is relatively comprehensive, featuring a strong lifelong learning/continuing education component, with the often-added incentive of discounted course fees and tuition. Library privileges are a frequently advertised membership benefit, as well. Most alumni associations encourage alumni to register online, providing incentives of free e-mail or e-mail forwarding, the option of creating individual homepages, and/or some degree of access to online information and web search capabilities. Alumni who join their university's alumni association also frequently receive significant discounts on a variety of consumer goods and services.

Comparatively, the library homepages offer a more traditional, limited menu of alumni outreach initiatives. This is not surprising, given the library's historical mission of serving the intellectual life of the university's students, faculty, and staff, as well as its historical and current status in university-wide funding and development structures. Alumni represent a relatively new client group for university libraries, a client group with often unknown needs and potential. The degree to which these alumni are perceived by the university librarians, deans, and directors as playing an important role in the intellectual life and financial vigor of the university library are issues explored in Phase Two.

\* Links to ARL member libraries' homepages can be found at <<http://www.arl.org/members.html>>.

## PHASE TWO: INTERVIEWS WITH UNIVERSITY LIBRARIANS, DEANS, AND DIRECTORS

The web survey yielded substantial descriptive data about programs and services offered to alumni; however, other questions remained unanswered, and unanswerable, after only looking at webpages. Specifically, what are the perceptions of university librarians regarding the role of alumni in library development and fundraising? How much actual attention and library resources are targeted not only toward cultivating this group, but also toward serving it? What library-sponsored programs and services are the alumni really using? Have alumni expressed particular needs and desires for specific library programs and services? Have university librarians identified pertinent characteristics and needs of alumni that might lead to future initiatives and areas of innovation? Phase Two explored alumni involvement in library development and fundraising and library-sponsored alumni outreach initiatives by means of a phone interview targeted to those librarians who would be in a position to answer these kinds of questions.

### *Target Population and Interview Instrument*

The ideal target population was identified as academic librarians serving as university librarians, deans, or directors. The assumption was made that this population would have sufficient knowledge of their libraries' fundraising and development efforts, and would have the more technical knowledge of content licensing policies, availability of online resources, and notable alumni characteristics, needs, and demands. In order to increase the response rate, a two-stage calling process was employed, with the first call used to schedule a phone interview at a time convenient for the respondent. Respondents were given the option of receiving a copy of the study's findings in return for their participation. Ninety-five of the 112 academic university librarians, deans, and directors chose to participate. Of the participants, 59 are at public universities, 31 at private universities, and five at Canadian universities.

The interview instrument contains a combination of categorical and open-ended questions that focus on library efforts in two primary areas: (1) the library's development and fundraising efforts; and (2) the nature and level of the library's service to and knowledge about alumni. Every effort was made to keep the response time within the 15-minute range, and respondents were told that the time required would not exceed this limit. Results are presented first in terms of the total number of respondents for each question or category within each question, with a brief discussion of each finding, followed by a general discussion of the overall results. Responses sorted by type of institution—public, private, or Canadian—are presented in the Appendix.

## Results for Library Development and Fundraising

1. Are you the person at [university] who is primarily responsible for library development and fundraising? (n=95)

|                       |    |     |
|-----------------------|----|-----|
| Yes                   | 87 | 92% |
| No                    | 7  | 7%  |
| Shared responsibility | 1  | 1%  |

Most respondents interpreted the phrase "primarily responsible" as synonymous with "ultimately accountable" and this was the intent of the investigators. Of the seven who answered "No," four were not serving as a dean, director, or university librarian. Several respondents volunteered that they felt increasing pressure to "perform" in this area; to "make the numbers." One respondent estimated that he spent close to 85% of his time on fundraising and development activities. Most of those interviewed are not working alone.

2. Does your library have a "development person" either assigned to you or working on your staff? (n=95)

|     |    |     |
|-----|----|-----|
| Yes | 83 | 87% |
| No  | 12 | 13% |

Only 12 of the 95 respondents stated that they have no development person working with them. The majority works with at least one development staff member, as the responses below indicate.

3. How many staff positions are currently assigned to the specific area of library development and fundraising? (n=83)

|                                   |    |     |
|-----------------------------------|----|-----|
| Less than one full-time position  | 9  | 11% |
| One full-time position            | 48 | 58% |
| One-and-a-half positions          | 5  | 6%  |
| Two full-time positions           | 14 | 17% |
| Three or more full-time positions | 7  | 8%  |

Slightly more than half of the respondents have one full-time staff position devoted to library development and fundraising. The highest number reported was six full-time positions. The salaries of those who assist in library development and fundraising are most often shared between the university library and the university development office, as is seen from the responses to the next question.

4. Who pays the salaries of your position(s)? (n=83)

|   |    |     |
|---|----|-----|
| Shared between the library and university development | 35 | 42% |
| The library   | 27 | 33% |
| Development office                                    | 17 | 20% |
| Other   | 4  | 5%  |

Several respondents declared that a shared fiscal responsibility for the library's development position works well, since the staff member's development office identity assures critical access to, and commitment from, the university development office, while the library identity helps to foster allegiance to the library's mission. Sufficient access to the university development office and its critically important data and information about university alumni becomes more important in light of the following finding.

5. When gathering information about university alumni for development or fundraising purposes, do you tend to rely primarily upon data/information provided by your university's development office; do you tend to collect it primarily at the library level; or do you see it as a responsibility shared equally by the library and your university's development office? (n=95)

|                               |    |     |
|-------------------------------|----|-----|
| Rely primarily on development | 81 | 85% |
| Shared, equal responsibility  | 9  | 9%  |
| Rely mostly on the library    | 4  | 5%  |
| Other (not sure)              | 1  | 1%  |

Most respondents expressed varying degrees of satisfaction with this arrangement, citing the university's obvious need to avoid duplication of efforts and wasted resources; the specialized, technical nature of the data collection and management techniques required; and the considerable resources that would be required, should the library be required to do this. (Most respondents stated that they do keep some data—such as historical donors lists and Friends' membership lists—but that the more technical data are stored and managed in the university's development office.) Most respondents acknowledged the need for their university development offices to exercise some degree of control over access to donors and prospects and most described generally positive relationships with their development offices, but they also expressed recurring concern about the library's being given priority access to big donors and prospects.

As stated, the data and information collected and managed by the university's development office are relatively more technical than those collected and managed by the library. "Development does that," was a common response, and while most respondents appear content to let development offices be the repository of alumni data and information, many were unsure as to the specific kinds of data collected about alumni.

6. Does your university development office contract with vendors to purchase information about alumni on a subscription basis? (n=95)

|          |    |     |
|----------|----|-----|
| Yes      | 6  | 7%  |
| No       | 7  | 7%  |
| Not sure | 82 | 86% |

While most respondents may not know whether the university development office purchases information about alumni on a subscription basis, they definitely know that the library does not.

7. Does the library purchase information about alumni on a subscription basis? (n=95)

|     |    |      |
|-----|----|------|
| Yes | 0  | —    |
| No  | 95 | 100% |

8. In your opinion, where does your library rank in the university's current development priority list? Are you satisfied with where you are? Why or why not? (n=95)

|                      |    |     |
|----------------------|----|-----|
| Very satisfied       | 24 | 25% |
| Somewhat satisfied   | 32 | 34% |
| Not at all satisfied | 39 | 41% |

One goal of this research was to determine the librarians' perceptions of where their library stands in the university's current development priorities and how they feel about that position. Are they satisfied, hopeful, or discouraged, and what are their reasons for feeling that way? When respondents were asked if they are satisfied with this ranking, most responses tended to cluster into three categories: (1) very satisfied; (2) somewhat satisfied; and (3) not at all satisfied.

Those who identified themselves as being "very satisfied" cited the following reasons:

- Being given a high priority in a recent or upcoming capital campaign
- Recent success in either a capital campaign or a specific fundraising event or goal
- Strong support from and/or library connections with upper-level university leadership, particularly from the university president and provost
- Strong support from and positive relationships with the university's development office and/or the university's alumni association



- Being given access to promising prospects and large donors
- The library's "equal status" with the university's schools and colleges

Those who reported that they are "not at all satisfied" gave these reasons:

- Discrepancies between the library's "official" priority or ranking and its actual access to larger donors and prospects
- Restricted access to donors and/or alumni in general, with the perception that the university development office and/or the university alumni association exerts too much control in this area
- The library's not having its own group of graduates, and its consequent disadvantage relative to the university's other schools and colleges when cultivating alumni for possible donations
- The library's being given a lower priority in a current capital campaign because it did not need a new or renovated facility
- Weak support from upper-level university leadership
- Weak support from and/or a negative relationship with the university's development office and/or the university's alumni association
- The perception that university development staff consider library fundraising inherently difficult and consequently place a lower priority on it compared with other schools and colleges within the university
- Turnover in university leadership with a resulting loss of momentum in a capital campaign and/or changes in university development priorities
- Weak upper-level university leadership, resulting in unclear development and institutional priorities



## Results for Library Sponsored Alumni Outreach

The second part of the interview focused on existing alumni outreach initiatives at each university. Which programs are especially well received by alumni? What are the resources to which alumni have access, both on and off site? How much is known about alumni use of existing programs and services? Have alumni requested specific programs and services? Do librarians really know what alumni want and would use? The results of these questions follow.

9. When you think of library-sponsored programs and services that are of special interest or value to your university's alumni, what comes to your mind first? (n=95)

|  |    |     |
|--|----|-----|
| Library privileges (access, borrowing)   | 63 | 66% |
| Events and activities  | 14 | 15% |
| Remote access to web resources, including<br>some unrestricted, unlicensed databases | 9  | 10% |
| Access to archives and special collections   | 7  | 7%  |
| No response  | 2  | 2%  |

Clearly, librarians see library privileges as the most valuable outreach effort, although these privileges are not always free. If they are not free to alumni, they are most often given as a membership benefit of joining either a Friends' group or the university alumni association. While library access is usually free, especially in the public universities, additional fees may be charged for borrowing privileges, and additional library services—such as reference service or interlibrary loan—may be tied to the higher levels of donations. While some universities do charge for on-site access, most alumni can access all of the library's databases once inside the building.

10. Do your alumni have full on-site access to the library? (n=95)

|  |    |     |
|--|----|-----|
| Yes, there is full on-site access          | 89 | 94% |
| Yes, with just a few restricted databases  | 3  | 3%  |
| No, alumni do not have full on-site access | 3  | 3%  |

Many librarians cited the web resources as being especially appealing and useful to alumni, although most cannot tell how many alumni access those offerings. Most libraries do not track alumni library use, either in terms of frequency of visits or borrowing patterns.

11. Are you currently tracking alumni as a separate category of library user? (n=95)

|          |    |     |
|----------|----|-----|
| Yes      | 20 | 21% |
| No       | 52 | 55% |
| Not sure | 23 | 24% |

Included in some of the "No" and "Not sure" responses are those who stated that, although they have the capability to track alumni's on-site library use to some degree, they were not doing so at the time due to system malfunctions or insufficient staff.

12. What kinds of online resources are available to alumni from a point of remote access? (n=95)

|  |    |      |
|--|----|------|
| University/regional online public access catalogs                      | 95 | 100% |
| In-house created & maintained university databases/special collections | 95 | 100% |
| Online indexing & abstract databases (licensed content)                | 2  | 2%   |
| Online full-text databases (licensed content)                          | 2  | 2%   |
| Web-based electronic journals (licensed content)                       | 2  | 2%   |

Those respondents whose alumni have remote access to licensed databases stressed that they do not have access solely because they are alumni—they may also serve on a library advisory board or be enrolled in a continuing-education or distance-learning course. Also, the library may have negotiated access on a case-by-case basis for a fee. If alumni cannot be reclassified within the university's primary client groups of student, faculty, and staff, they most likely will not have remote access to the library's licensed databases. Content-licensing agreements specifically for alumni are essentially nonexistent.

13. Do you license access to databases for alumni use? (n=95)

|   |    |     |
|---|----|-----|
| Yes (on a case-by-case basis, or with a few selected vendors) | 4  | 4%  |
| No  | 91 | 96% |

The most frequently volunteered reason for not licensing access to content for alumni use was cost, followed by a lack of alumni demand for access. Authentication issues were also mentioned as a potential area of concern. Several librarians did volunteer that they were beginning to approach this issue with vendors and publishers and have been met with varying degrees of receptivity (and monitoring requirements) regarding the inclusion of alumni in content-licensing agreements.

14. In your opinion, how widely used are those library programs and services that you currently offer to alumni? (n=95)

|                                      |    |     |
|--------------------------------------|----|-----|
| High level of use (very widely)      | 13 | 13% |
| Medium level of use (fairly widely)  | 16 | 17% |
| Low level of use (not widely at all) | 33 | 35% |
| Don't have any idea                  | 33 | 35% |

This open-ended question produced responses that were categorized into levels of low, medium, and high. This question was asked as an opinion question; most university librarians would acknowledge that they have insufficient information to answer this question conclusively. However, most respondents had some general idea or opinion regarding the level of alumni library use, particularly about the programs and services that were accessed on site.

15. Have alumni, or specific groups of alumni, expressed to you those library programs and services that they might need, use, or want? (n=95)

|  |    |     |
|--|----|-----|
| Yes: Remote access to e-resources,<br>especially the licensed databases          | 48 | 51% |
| Yes: Interlibrary loan and expanded<br>library privileges with Internet training | 7  | 7%  |
| No   | 40 | 42% |

The responses to this question were primarily anecdotal, but are based upon experience in the field. Alumni working in professional or technical fields—such as business, engineering, and medicine—were identified as the groups most frequently requesting access to the licensed databases they had access to as students. International students were also identified as an alumni group that has requested access. Several university librarians voiced concerns about the potential for abusing individual access to licensed databases in a corporate or other organizational setting.

Anecdotal information is one thing, but have university librarians actually surveyed alumni to determine their needs and wants in terms of library programs and services?

16. Have you ever actually surveyed alumni on the subject of what programs and services would be most useful and appealing to them? (n=95)

|   |    |     |
|---|----|-----|
| Yes (either the library or the university alumni<br>association has definitely surveyed them) | 5  | 5%  |
| No  | 86 | 91% |
| Not sure  | 4  | 4%  |

A common concern about alumni surveys is the possibility of raising alumni hopes and expectations when listing potential programs and services and creating subsequent demands which, given their current resource levels, university libraries will be unable to fill. As one university librarian said, "We need to come up with a menu of feasible options first. We can't afford to offer them the whole universe." Additional concerns focus on organizational missions and boundaries. "Our alumni association wouldn't let us survey the alumni, even if we wanted to," one dean stated. "Alumni are their territory."

While most university librarians do not consider alumni their primary client group, they would like to serve alumni as best they can with the resources available. Several respondents stated that they wished they could offer more, especially in the area of remote access to electronic resources.

17. Ideally, is there any library or information program or service that you would like to be able to offer your alumni to serve them better and/or to encourage donations to the library? (n=95)

|  |    |     |
|--|----|-----|
| Remote access to licensed electronic databases                             | 64 | 68% |
| User education/Web-Internet training                                       | 5  | 5%  |
| More digitized special collections & archives                              | 4  | 4%  |
| Improved library privileges, access  | 4  | 4%  |
| Increased library events/Activities  | 2  | 2%  |
| Interlibrary loan  | 2  | 2%  |
| Acquire more special collections   | 1  | 1%  |
| Offer alumni e-mail accounts   | 1  | 1%  |
| Offer better parking to improve access                                     | 1  | 1%  |
| Increase areas that can be named for donors                                | 1  | 1%  |
| Not sure, don't know, haven't thought about it,<br>can't think of anything | 10 | 11% |

Sixty-eight percent of the respondents stated that they would like to be able to offer alumni remote access to at least some of the licensed electronic databases. However, many qualified their desire with concerns about the necessary conditions and/or potential barriers to making this ideal a reality. Following are the most common responses that reflect the respondents' concerns, presented in a descending order of frequency.

|  |    |
|--|----|
| Alumni donors will have to fund this expansion<br>in service. The library simply cannot.   | 10 |
| We have so many alumni that if the vendors<br>decide to charge us based on a head count,<br>then there's no way we can ever hope to do this. | 8  |

|  |   |
|--|---|
| Public and alumni access to existing online libraries and consortia in (our state) have mitigated alumni demand for remote access to the licensed electronic databases somewhat.                         | 5 |
| We're concerned about technological and authentication issues. What if the number of users gets out of hand, or what if individuals begin to abuse this access in a corporate or organizational setting? | 4 |
| Legislative funding would be required to provide this kind of service.   | 2 |
| We need to know more about what our alumni would use and be willing to pay for before we try to negotiate costs.   | 2 |
| The alumni associations often generate interest in this area, so they need to be involved in funding it, as well.  | 2 |

## Role of Alumni in the University Library

Most university librarians agree that alumni have an important role to play in the life of the university library. However, there is considerable variation in the librarians' perceptions as to the specific nature of that role. Those interviewed emphasized the increasing prominence of library development and fundraising activities in their profession; indeed, most of the respondents mentioned the phrase "capital campaign" at least once during their interviews.

The degree to which library deans and directors see university alumni as a fruitful source of donations and support for the library also varies somewhat. Several interviewees discussed their reasons for going beyond the university alumni base to build support for their libraries. Comments such as, "We don't see the broad alumni base as a particularly fruitful way to raise significant donations, so we tend to focus on like-minded groups within the community," represent one end of a continuum that focuses on the relative importance of larger donations vis-a-vis annual giving campaigns. "We don't have a particularly strong (or affluent) alumni base in the area, so we tend to think in terms of community supporters and gear our development efforts in this direction," reflects another aspect of this theme.

Others see it differently. Comments such as, "We need to do everything we can to bring our alumni into the library and involve them as much as possible in what we do," and "We need to find ways of having more contact with remote alumni because they can be a significant source of support for the library," reflect an orientation that focuses more attention on alumni as a group. Many respondent lamented the library's historical lack of a discrete pool of graduates and alumni and described the subsequent territorial issues that arise when they must negotiate access to donors and prospects affiliated with specific schools, colleges, and departments within the university.

As a countermeasure, several administrators cultivate students who currently work or have worked in the library, treating them as "their alumni" with some degree of success. Some librarians emphasized the importance of strengthening the bond between the undergraduate student and the library, in order to "brand" the library in the student's mind before graduation. "Marketing the library is key," stated one librarian. "We want [the students] to think of us positively while they're here, take an active interest in what the library has to offer, and have fond memories of their library experiences after they graduate." Indeed, several respondents expressed a related opinion, illustrated by this comment: "Alumni donate, not because of services we provide to them, but because of their interest in the library, and the meaningful experiences they may have had here when they were in school."

Not all of those interviewed would agree with that statement, though, especially regarding the perceived link between providing library services to university alumni and their willingness to make a donation to the library. Most of the respondents saw some relationship between reaching out to alumni—whether in the form of offering programs and services or simply by communicating with them on a regular basis—and the alumni's

inclination to support the library, specifically to make donations. Even those who saw the link as nebulous or unclear acknowledged that alumni are innately important, as reflected in the comment, "I think that whether we get anything out of it or not, we should pay attention to alumni because it never hurts to make and keep a friend."

The degree to which university librarians are willing and able to "pay attention to" alumni and serve them in some way remains largely hypothetical in their minds. Without a clear picture of their alumni, the kinds of services alumni would find useful and the resources available to the library to provide these services remains uncertain. In many cases, the impetus to provide programs and services to alumni comes from the university alumni associations, organizations that, as mentioned earlier, have a different organizational mission. "They're in sales. We're in service," commented one respondent. Several respondents identified instances in which their university alumni associations had advertised specific library privileges and services as membership benefits without the library's knowledge. As a result, the libraries were unable to provide these services without taxing their own limited resources and, in a few instances, the libraries' policies precluded their being able to provide particular services, resulting in angry complaints to the alumni association and to the library.

Nearly all of the librarians interviewed expressed the ideal desire to make the library's resources accessible to alumni. Sixty-eight percent of the respondents stated that, if they could, they would like to be able to provide alumni with remote access to all of their libraries' electronic resources, including the licensed databases. This wish was immediately followed by qualifying statements such as, "But I have no idea how we would ever be able to do that," and "We would have to change the world order, I suppose."

Insofar as librarians view alumni as a client group to be served, they are beginning to focus on ways in which alumni might be able to have remote access to more online resources and databases, if not to all of them. Portals tailored to groups such as "alumni and friends" or community portals provided for multiple user groups reflect a desire to make access to information easier for the general user. Increasing library efforts to digitize special collections and thus broaden the web offerings for alumni and others and an emphasis on user education classes that focus on electronic resources and search techniques reflect the growing importance of these resources.

One university librarian captured several prevailing themes in her comments:

The truth is that we don't really know that much about our alumni. Perhaps in the past, we haven't needed to know that much, but now with the increased emphasis on fundraising and development, alumni are definitely emerging as a bona fide client group. We need to be thoughtful about how we can best serve them and why we're doing it. I suppose that alumni outreach can be put in the quid pro quo context of cultivation, but librarians are professionals who enjoy helping people, alumni included. Sure, I'd like to be able to offer alumni everything that we offer to students, faculty and staff, but the reality is that we can't. We simply can't. We also



don't have time or money to waste creating programs and services that alumni won't use. We need to take a fresh look at our alumni. Who are they, now and in the future? What programs and information services will they actually use and which of these can we afford to deliver? With regard to remote access to our licensed databases, we need to know, again, who our alumni are, what databases they will use, and in this case, what they will be willing to subsidize. It may be that most alumni would be happy with access to a much smaller subset of databases, provided that they're the right ones. I definitely don't see all of our alumni using all of our licensed databases—many of which are quite technical. Alumni themselves, either as fee-paying subscribers or as individuals making large donations, will play a key role in funding any expansion of service in this area.



## SURVEY CONCLUSIONS

The survey responses make it clear that alumni outreach is vital to the university library's success. However, it is yet unclear whether consistent programs for either development or outreach have emerged across the academic library members of ARL. At this time, university alumni associations and foundations appear to offer a larger, more varied menu of programs, benefits, and services than do university libraries. This is to be expected, given the comparative historical missions and available resources of these two organizations within the university itself. Indeed, these differences are reflected in the first part of this study. Several trends, however, are causing university libraries to reexamine the role of alumni in university library development.

Fundraising, as a university activity, has become more ongoing and less episodic. Participating in capital campaigns and specific fundraisers occupies an increasing amount of the university administrator's day, and library administrators are no exception. Alumni are seen increasingly as a key source of support for the university's mission as it seeks to maintain and improve the quality of its programs and services in the face of diminished funding. During these campaigns and fundraising activities, however, university libraries are often disadvantaged relative to schools and colleges within the university when it comes to the often carefully controlled allocation of major donors and prospects. The libraries—unlike these colleges, schools, and departments—do not have an identifiable core of graduates, and so do not have a discrete pool of alumni from which to tap prospects and eventual donors. In fact, graduates may not associate their university years with the library at all, putting the library at another disadvantage, particularly in the area of annual giving.

University libraries have sought to counter these disadvantages in several ways. Some have attempted, with varying degrees of success, to negotiate with university leadership for a percentage of donations made to other programs. Some, because of positive relationships with upper-level university leadership, have managed to gain infrequent, occasionally sufficient access to major prospects and donors. Others are incorporating concepts employed in marketing, and seek to "brand" the library in the mind of the undergraduate student to improve the possibility of future donations. These strategies perhaps illustrate libraries' overall adaptive response to meet their very real needs in the climate of the times.

There is another trend or force operating with regard to alumni, but the degree to which it may be related to fundraising cannot be determined from the results of this study. The increasing importance placed on the concept of lifelong learning certainly encompasses university alumni as logical members of the university community, and the importance of offering continuing education programs and services to alumni was underscored by many of those librarians interviewed. As usual, the devil is in the details, and, given their typically dwindling resources, university libraries have had to be realistic in setting limits.

One area of alumni service university librarians are keen to explore is remote access to electronic databases. Specific efforts to extend the same kind of access to electronic resources that have become ubiquitous for students have not been developed for alumni. This absence enlarges the sense of loss that many alumni must feel when they leave campus and it misses an opportunity to better engage alumni with their campus. Today's technology, theoretically, allows these connections to be made as never before. Again, however, the devil is in the details. Issues such as infrastructure, management, authentication, licensing costs, and possible alumni use patterns have joined to stymie university librarians, the majority of whom list this as the service they would most like to offer if they could.

Another factor to consider in the issue of remote access to the university library's electronic resources is alumni desires. Most university librarians recognize that alumni neither want nor need access to all the library's licensed electronic databases, so then the question becomes one of fit. Community portals that are tailored to different user groups or portals that allow access to a significant menu of full-text resources for all alumni are appearing as options.

University librarians realize and have stated the importance of developing funding partnerships in order to provide increased library services to their university's alumni. Their resources are stretched thin. Electronic licensing and journal costs have spiraled upward, while traditional funding has remained static at best and in most cases is in fact decreasing. Alumni associations, development groups, and foundations must join with them, university librarians say, if alumni are to be brought back into the university community through their daily lives. Again, the specific nature of these potential partnerships will often be individual to each institution, depending upon institutional requirements, regulations, available resources, and alumni needs and requests. As information services such as portals are implemented and evaluated formatively, the nature of these services perhaps will become more sophisticated and refined. At least in one case, a new outreach initiative to alumni includes full-text content.

In parallel with the survey reported here, Georgia Tech's Library and Information Center has negotiated with Northern Light Technologies for alumni access to online, full-text databases that Northern Light currently provides in numerous corporate settings. As this report was being drafted, the library introduced a web-based portal that allows alumni to sign on for free access to these databases. The portal also coincidentally contains links to the fundraising quarters of the Georgia Tech library. While the library is subsidizing these costs, this opportunity to build relationships that eventually will engage the alumni with the library will be worth this initial cost. The outcomes of this experiment will be detailed in a subsequent report.

## PARTICIPATING INSTITUTIONS

|  |   |
|--|---|
| University of Alabama                  | <a href="http://www.lib.ua.edu/">http://www.lib.ua.edu/</a>   |
| University of Alberta                  | <a href="http://www.library.ualberta.ca/">http://www.library.ualberta.ca/</a>   |
| University of Arizona                  | <a href="http://dizzy.library.arizona.edu/">http://dizzy.library.arizona.edu/</a>                                     |
| Arizona State University               | <a href="http://www.asu.edu/lib/">http://www.asu.edu/lib/</a>   |
| Auburn University                      | <a href="http://www.lib.auburn.edu">http://www.lib.auburn.edu</a>   |
| Boston College                         | <a href="http://www.bc.edu/bc_org/avp/ulib/bclib.html">http://www.bc.edu/bc_org/avp/ulib/bclib.html</a>               |
| Boston University                      | <a href="http://www.bu.edu/LIBRARY/">http://www.bu.edu/LIBRARY/</a>   |
| Brigham Young University               | <a href="http://www.lib.byu.edu/bbll/index.html">http://www.lib.byu.edu/bbll/index.html</a>                           |
| University of British Columbia         | <a href="http://www.library.ubc.ca/">http://www.library.ubc.ca/</a>   |
| Brown University                       | <a href="http://www.brown.edu/Facilities/University_Library/">http://www.brown.edu/Facilities/University_Library/</a> |
| University of California—Davis         | <a href="http://www.lib.ucdavis.edu/">http://www.lib.ucdavis.edu/</a>   |
| University of California—Irvine        | <a href="http://www.lib.uci.edu/">http://www.lib.uci.edu/</a>   |
| University of California—Los Angeles   | <a href="http://www.library.ucla.edu/">http://www.library.ucla.edu/</a>   |
| University of California—San Diego     | <a href="http://libraries.ucsd.edu/index.html">http://libraries.ucsd.edu/index.html</a>                               |
| University of California—Santa Barbara | <a href="http://www.library.ucsb.edu/">http://www.library.ucsb.edu/</a>   |
| Case Western Reserve University        | <a href="http://www.swru.edu/uclibraries.html">http://www.swru.edu/uclibraries.html</a>                               |
| University of Chicago                  | <a href="http://www.lib.uchicago.edu/e/index.html">http://www.lib.uchicago.edu/e/index.html</a>                       |
| University of Colorado                 | <a href="http://www.colorado.edu/Academics/Libraries.html">http://www.colorado.edu/Academics/Libraries.html</a>       |
| Colorado State University              | <a href="http://manta.library.colostate.edu/">http://manta.library.colostate.edu/</a>                                 |
| Columbia University                    | <a href="http://www.columbia.edu/cu/lweb/">http://www.columbia.edu/cu/lweb/</a>                                       |
| University of Connecticut              | <a href="http://norman.lib.uconn.edu/newspirit/redesign/">http://norman.lib.uconn.edu/newspirit/redesign/</a>         |

|   |   |
|---|---|
| Cornell University                                  | <a href="http://campusgw.library.cornell.edu/">http://campusgw.library.cornell.edu/</a>               |
| Dartmouth College                                   | <a href="http://www.dartmouth.edu/~library/">http://www.dartmouth.edu/~library/</a>                   |
| Duke University                                     | <a href="http://www.lib.duke.edu/">http://www.lib.duke.edu/</a>                                       |
| Emory University                                    | <a href="http://www.emory.edu/LIBRARIES/">http://www.emory.edu/LIBRARIES/</a>                         |
| University of Florida                               | <a href="http://www.uflib.ufl.edu/">http://www.uflib.ufl.edu/</a>                                     |
| Florida State University                            | <a href="http://www.fsu.edu/~library/">http://www.fsu.edu/~library/</a>                               |
| Georgetown University                               | <a href="http://gulib.lausun.georgetown.edu/">http://gulib.lausun.georgetown.edu/</a>                 |
| George Washington University                        | <a href="http://www.gwu.edu/gelman/">http://www.gwu.edu/gelman/</a>                                   |
| University of Georgia                               | <a href="http://scarlett.libs.uga.edu/">http://scarlett.libs.uga.edu/</a>                             |
| Georgia Institute of Technology<br>(survey sponsor) | <a href="http://www.library.gatech.edu/">http://www.library.gatech.edu/</a>                           |
| Harvard University                                  | <a href="http://hul.harvard.edu/">http://hul.harvard.edu/</a>   |
| University of Hawaii                                | <a href="http://libweb.hawaii.edu/uhtmlib/index.html">http://libweb.hawaii.edu/uhtmlib/index.html</a> |
| University of Houston                               | <a href="http://infor.lib.uh.edu/">http://infor.lib.uh.edu/</a>                                       |
| Howard University                                   | <a href="http://wwwFOUNDERS.howard.edu/">http://wwwFOUNDERS.howard.edu/</a>                           |
| University of Illinois at Chicago                   | <a href="http://www.uic.edu/depts/lib/">http://www.uic.edu/depts/lib/</a>                             |
| University of Illinois<br>at Urbana-Champaign       | <a href="http://www.library.uiuc.edu/">http://www.library.uiuc.edu/</a>                               |
| Indiana University                                  | <a href="http://www.indiana.edu/~libweb/">http://www.indiana.edu/~libweb/</a>                         |
| University of Iowa                                  | <a href="http://www.lib.uiowa.edu/">http://www.lib.uiowa.edu/</a>                                     |
| Iowa State University                               | <a href="http://www.lib.iastate.edu/">http://www.lib.iastate.edu/</a>                                 |
| Johns Hopkins University                            | <a href="http://www.jhu.edu/www/library/">http://www.jhu.edu/www/library/</a>                         |
| University of Kansas                                | <a href="http://www.lib.ukans.edu/">http://www.lib.ukans.edu/</a>                                     |
| Kent State University                               | <a href="http://www.library.kent.edu/">http://www.library.kent.edu/</a>                               |
| University of Kentucky                              | <a href="http://www.uky.edu/Libraries/">http://www.uky.edu/Libraries/</a>                             |

|   |   |
|---|---|
| Louisiana State University              | <a href="http://www.lib.lsu.edu/">http://www.lib.lsu.edu/</a>   |
| McMaster University                     | <a href="http://www.mcmaster.ca/library/">http://www.mcmaster.ca/library/</a>                           |
| University of Manitoba                  | <a href="http://www.umanitoba.ca/libraries/">http://www.umanitoba.ca/libraries/</a>                     |
| University of Maryland                  | <a href="http://www.lib.umd.edu/">http://www.lib.umd.edu/</a>   |
| University of Massachusetts             | <a href="http://www.library.umass.edu/flashindex.html">http://www.library.umass.edu/flashindex.html</a> |
| Massachusetts Institute of Technology   | <a href="http://libraries.mit.edu/">http://libraries.mit.edu/</a>                                       |
| University of Miami                     | <a href="http://www.library.miami.edu/">http://www.library.miami.edu/</a>                               |
| University of Michigan                  | <a href="http://www.lib.umich.edu/">http://www.lib.umich.edu/</a>                                       |
| Michigan State University               | <a href="http://www.lib.msu.edu/">http://www.lib.msu.edu/</a>   |
| University of Minnesota                 | <a href="http://www.lib.umn.edu/">http://www.lib.umn.edu/</a>   |
| University of Missouri—Columbia         | <a href="http://www.missouri.edu/~elliswww/">http://www.missouri.edu/~elliswww/</a>                     |
| University of Nebraska                  | <a href="http://iris.unl.edu/screens/iris.html">http://iris.unl.edu/screens/iris.html</a>               |
| New York University                     | <a href="http://www.nyu.edu/library/">http://www.nyu.edu/library/</a>                                   |
| University of North Carolina            | <a href="http://www.lib.unc.edu/">http://www.lib.unc.edu/</a>   |
| North Carolina State University         | <a href="http://www.lib.ncsu.edu/">http://www.lib.ncsu.edu/</a>   |
| Northwestern University Library         | <a href="http://www.library.northwestern.edu/">http://www.library.northwestern.edu/</a>                 |
| University of Notre Dame                | <a href="http://www.nd.edu/~ndlibs/">http://www.nd.edu/~ndlibs/</a>                                     |
| Ohio State University                   | <a href="http://www.lib.ohio-state.edu/">http://www.lib.ohio-state.edu/</a>                             |
| Ohio University                         | <a href="http://www.library.ohiou.edu/">http://www.library.ohiou.edu/</a>                               |
| University of Oklahoma Libraries        | <a href="http://libraries.ou.edu/">http://libraries.ou.edu/</a>   |
| Oklahoma State University Libraries     | <a href="http://www.library.okstate.edu/">http://www.library.okstate.edu/</a>                           |
| University of Oregon                    | <a href="http://libweb.uoregon.edu/">http://libweb.uoregon.edu/</a>                                     |
| Pennsylvania State University Libraries | <a href="http://www.libraries.psu.edu/">http://www.libraries.psu.edu/</a>                               |
| University of Pittsburgh                | <a href="http://www.library.pitt.edu/">http://www.library.pitt.edu/</a>                                 |

|  |   |
|--|---|
| Princeton University                                   | <a href="http://infoshare1.princeton.edu:2003/">http://infoshare1.princeton.edu:2003/</a>   |
| Purdue University                                      | <a href="http://thorplus.lib.purdue.edu/">http://thorplus.lib.purdue.edu/</a>               |
| Rice University  | <a href="http://www.rice.edu/fondren/">http://www.rice.edu/fondren/</a>                     |
| University of Rochester                                | <a href="http://www.lib.rochester.edu/">http://www.lib.rochester.edu/</a>                   |
| Rutgers University                                     | <a href="http://www.libraries.rutgers.edu/">http://www.libraries.rutgers.edu/</a>           |
| University of South Carolina                           | <a href="http://www.sc.edu/library/">http://www.sc.edu/library/</a>                         |
| University of Southern California                      | <a href="http://www.usc.edu/isd/">http://www.usc.edu/isd/</a>                               |
| Southern Illinois University                           | <a href="http://www.lib.siu.edu/hp/">http://www.lib.siu.edu/hp/</a>                         |
| University at Albany,<br>State University of New York  | <a href="http://library.albany.edu/">http://library.albany.edu/</a>                         |
| University at Buffalo,<br>State University of New York | <a href="http://ublib.buffalo.edu/library/">http://ublib.buffalo.edu/library/</a>           |
| State University of New York,<br>Stony Brook           | <a href="http://www.sunysb.edu/library/">http://www.sunysb.edu/library/</a>                 |
| Syracuse University                                    | <a href="http://libwww.syr.edu/">http://libwww.syr.edu/</a>                                 |
| Temple University                                      | <a href="http://www.library.temple.edu/">http://www.library.temple.edu/</a>                 |
| University of Tennessee                                | <a href="http://www.lib.utk.edu/">http://www.lib.utk.edu/</a>                               |
| University of Texas                                    | <a href="http://www.lib.utexas.edu/">http://www.lib.utexas.edu/</a>                         |
| Texas A & M University                                 | <a href="http://library.tamu.edu/">http://library.tamu.edu/</a>                             |
| Texas Tech University                                  | <a href="http://www.lib.ttu.edu/">http://www.lib.ttu.edu/</a>                               |
| Tulane University                                      | <a href="http://www.tulane.edu/~html/index.html">http://www.tulane.edu/~html/index.html</a> |
| University of Utah                                     | <a href="http://www.lib.utah.edu/">http://www.lib.utah.edu/</a>                             |
| Vanderbilt University                                  | <a href="http://www.library.vanderbilt.edu/">http://www.library.vanderbilt.edu/</a>         |
| Virginia Tech  | <a href="http://www.lib.vt.edu/">http://www.lib.vt.edu/</a>                                 |
| University of Washington                               | <a href="http://www.lib.washington.edu/">http://www.lib.washington.edu/</a>                 |
| Washington State University                            | <a href="http://www.wsulibs.wsu.edu/">http://www.wsulibs.wsu.edu/</a>                       |

|                         |   |
|-------------------------|---|
| Washington University   | <a href="http://library.wustl.edu/">http://library.wustl.edu/</a>             |
| University of Waterloo  | <a href="http://www.lib.uwaterloo.ca/">http://www.lib.uwaterloo.ca/</a>       |
| Wayne State University  | <a href="http://www.libraries.wayne.edu/">http://www.libraries.wayne.edu/</a> |
| University of Wisconsin | <a href="http://www.library.wisc.edu/">http://www.library.wisc.edu/</a>       |
| Yale University         | <a href="http://www.library.yale.edu/">http://www.library.yale.edu/</a>       |

[All links verified December 7, 2001]

## APPENDIX: Survey Data Sorted by Type of Institution

|   | Public |     | Private |     | Canadian |      |
|---|--------|-----|---------|-----|----------|------|
| 1. Are you the person at [university] who is primarily responsible for library development and fundraising?   |        |     |         |     |          |      |
| Yes   | 53     | 90% | 29      | 94% | 5        | 100% |
| No  | 5      | 8%  | 2       | 6%  | 0        | —    |
| Shared responsibility   | 1      | 2%  | 0       | —   | 0        | —    |
| 2. Does your library have a “development person” either assigned to you and/or working on your staff?   |        |     |         |     |          |      |
| Yes   | 53     | 90% | 25      | 81% | 5        | 100% |
| No  | 6      | 10% | 6       | 19% | 0        | —    |
| 3. How many staff positions are currently assigned to the specific area of library development and fundraising?   |        |     |         |     |          |      |
| Less than one full-time position  | 4      | 8%  | 4       | 15% | 1        | 20%  |
| One full-time position  | 31     | 58% | 15      | 60% | 2        | 40%  |
| One-and-a-half positions  | 3      | 6%  | 2       | 8%  | 0        | —    |
| Two full-time positions   | 10     | 19% | 2       | 8%  | 2        | 40%  |
| Three or more full-time positions   | 5      | 10% | 2       | 8%  | 0        | —    |
| 4. Who pays the salaries of your position(s)?   |        |     |         |     |          |      |
| Shared by library and development   | 29     | 55% | 6       | 24% | 0        | —    |
| The library   | 13     | 24% | 10      | 40% | 4        | 80%  |
| Development office  | 9      | 17% | 7       | 28% | 1        | 20%  |
| Other   | 2      | 4%  | 2       | 8%  | 0        | —    |
| 5. When gathering information about university alumni for development or fundraising purposes, do you tend to rely primarily upon data/information provided by your university’s development office, do you tend to collect it primarily at the library level, or do you see it as a responsibility shared equally by the library and your university’s development office? |        |     |         |     |          |      |
| Rely primarily on development   | 49     | 83% | 28      | 90% | 4        | 80%  |
| Shared, equal responsibility  | 7      | 12% | 1       | 3%  | 1        | 20%  |
| Rely mostly on the library  | 2      | 3%  | 2       | 7%  | 0        | —    |
| Other (not sure)  | 1      | 2%  | 0       | —   | 0        | —    |
| 6. Does your university development office contract with vendors to purchase information about alumni on a subscription basis?  |        |     |         |     |          |      |
| Yes   | 6      | 10% | 0       | —   | 0        | —    |
| No  | 3      | 5%  | 3       | 10% | 1        | 20%  |
| Not sure  | 50     | 85% | 28      | 90% | 4        | 80%  |



|  | Public |      | Private |      | Canadian |      |
|--|--------|------|---------|------|----------|------|
| 7. Does the library purchase information about alumni on a subscription basis? |        |      |         |      |          |      |
| Yes  | 0      | —    | 0       | —    | 0        | —    |
| No   | 59     | 100% | 31      | 100% | 5        | 100% |

8. In your opinion, where does your library rank in the university's current development priority list?  
Are you satisfied with where you are? Why or why not?

|                      |    |     |    |     |   |     |
|----------------------|----|-----|----|-----|---|-----|
| Very satisfied       | 12 | 20% | 10 | 32% | 2 | 40% |
| Somewhat satisfied   | 20 | 34% | 11 | 35% | 1 | 20% |
| Not at all satisfied | 27 | 46% | 10 | 32% | 2 | 40% |

9. When you think of library sponsored programs and services that are of special interest or value to your university's alumni, what comes to your mind first?

|  |    |     |    |     |   |     |
|--|----|-----|----|-----|---|-----|
| Library privileges (access/borrowing)  | 35 | 58% | 24 | 78% | 4 | 80% |
| Events and activities  | 8  | 14% | 5  | 16% | 1 | 20% |
| Remote access to Web resources<br>including some unrestricted,<br>unlicensed databases | 8  | 14% | 1  | 3%  | 0 | —   |
| Access to archives and special<br>collections  | 7  | 12% | 0  | —   | 0 | —   |
| No response  | 1  | 2%  | 1  | 3%  | 0 | —   |

10. Do your alumni have full on-site access to the library?

|   |    |     |    |     |   |      |
|---|----|-----|----|-----|---|------|
| Yes, there is full on-site access             | 56 | 95% | 28 | 90% | 5 | 100% |
| Yes, including a few restricted<br>databases  | 1  | 2%  | 2  | 7%  | 0 | —    |
| No, alumni do not have full<br>on-site access | 2  | 3%  | 1  | 3%  | 0 | —    |

11. Are you currently tracking alumni as a separate category of library user?

|          |    |     |    |     |   |     |
|----------|----|-----|----|-----|---|-----|
| Yes      | 11 | 19% | 8  | 26% | 1 | 20% |
| No       | 33 | 56% | 15 | 48% | 4 | 80% |
| Not sure | 15 | 25% | 8  | 26% | 0 | —   |

|   | Public |      | Private |      | Canadian |      |
|---|--------|------|---------|------|----------|------|
| 12. What kinds of online resources are available to alumni from a point of remote access? |        |      |         |      |          |      |
| University/regional online public access catalogs   | 59     | 100% | 31      | 100% | 5        | 100% |
| In-house created & maintained university databases and special collections                | 59     | 100% | 31      | 100% | 5        | 100% |
| Online indexing & abstract databases (licensed content)                                   | 1      | 2%   | 0       | —    | * 1      | 20%  |
| Online full text databases (licensed content)   | 1      | 2%   | 0       | —    | 1        | 20%  |
| Web-based electronic journals (licensed content)  | 1      | 2%   | 0       | —    | 1        | 20%  |

\* Negotiated on a case-by-case basis.

13. Do you license access to databases for alumni use?

|                               |    |      |    |     |   |      |
|-------------------------------|----|------|----|-----|---|------|
| Yes (on a case-by-case basis) | 0  | —    | 4  | 13% | 0 | —    |
| No                            | 59 | 100% | 27 | 87% | 5 | 100% |

14. In your opinion, how widely used are those library programs and services that you currently offer to alumni?

|                                      |    |     |    |     |   |     |
|--------------------------------------|----|-----|----|-----|---|-----|
| High level of use (very widely)      | 8  | 13% | 5  | 17% | 0 | —   |
| Medium level of use (fairly widely)  | 10 | 17% | 4  | 13% | 2 | 40% |
| Low level of use (not widely at all) | 20 | 34% | 11 | 35% | 2 | 40% |
| Don't have any idea                  | 21 | 36% | 11 | 35% | 1 | 20% |

15. Have alumni, or specific groups of alumni, expressed to you those library programs and services which they might need, use, or want?

|   |    |     |    |     |   |     |
|---|----|-----|----|-----|---|-----|
| Yes: Remote access to e-resources especially the licensed databases           | 29 | 49% | 18 | 58% | 1 | 20% |
| Yes: Interlibrary loan and expanded library privileges with Internet training | 3  | 5%  | 4  | 13% | 0 | —   |
| No  | 27 | 46% | 9  | 29% | 4 | 80% |

16. Have you ever actually surveyed alumni on the subject of what programs and services would be most useful and appealing to them?

|                                  | Public |     | Private |     | Canadian |     |
|----------------------------------|--------|-----|---------|-----|----------|-----|
| Yes (the Alumni Association has) | 2      | 3%  | 2       | 7%  | 1        | 20% |
| No                               | 54     | 92% | 28      | 90% | 4        | 80% |
| Not sure                         | 3      | 5%  | 1       | 3%  | 0        | —   |

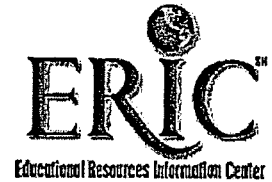
17. Ideally, is there any library or information program or service that you would like to be able to offer your alumni to serve them better and/or to encourage donations to the library?

|  |    |     |    |     |   |     |
|--|----|-----|----|-----|---|-----|
| Remote access to licensed electronic databases | 37 | 63% | 24 | 77% | 3 | 60% |
| User education/Web-Internet training           | 4  | 7%  | 1  | 3%  | 0 | —   |
| More digitized special collections & archives  | 2  | 3%  | 2  | 7%  | 0 | —   |
| Improved library privileges, access            | 1  | 2%  | 2  | 7%  | 1 | 20% |
| Increased library events/activities            | 2  | 3%  | 0  | —   | 0 | —   |
| Interlibrary loan                              | 2  | 3%  | 0  | —   | 0 | —   |
| Acquire more special collections               | 1  | 2%  | 0  | —   | 0 | —   |
| Offer alumni e-mail accounts                   | 1  | 2%  | 0  | —   | 0 | —   |
| Offer better parking to improve access         | 1  | 2%  | 0  | —   | 0 | —   |
| Increase areas that can be named for donors    | 0  | —   | 0  | —   | 1 | 20% |
| Not sure/ don't know/can't think of anything   | 8  | 13% | 2  | 7%  | 0 | —   |





*U.S. Department of Education  
Office of Educational Research and Improvement (OERI)  
National Library of Education (NLE)  
Educational Resources Information Center (ERIC)*



**REPRODUCTION RELEASE**  
(Specific Document)

## NOTICE

### REPRODUCTION BASIS



This document is covered by a signed "Reproduction Release (Blanket) form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.



This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").